



Gender And Schooling in the Early Years (Research on Women and Education)

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In this volume, gender and schooling in the early years addresses a broad range of issues including, but not limited, to gender equity in education. We explore, for example, the complex world of play in Fromberg's chapter and are reminded that for young children, play involves issues of power and hierarchy in ways that parallel the role of gender in society. Miletta's study of preschool children in northern Italy, at Reggio Emilia, reveals a story of classroom interactions where gender differences are not part of the equation for the youngsters. Her chapter begs the question, "How does this environment empower all children, regardless of gender?" Two chapters provide a lens to the Montessori setting for young children. Wilgus studies the gendered patterns of young women teaching at a Montessori school, while Irby, Rodriguez, and Lara-Alecio explore the intersections of culture and gender at a bilingual Montessori public school. Further examining the preschool years, Plaster and Schiller address the current brain research and examine the ways in which the adults that staff early child care programs, and the environments that they offer, play an important role in the development of our children.

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